

Spring 2020: History 716
M 3:30-6:20 MHRA 3207

Graduate Colloquium in World History

Instructor of Record: Dr. Jeff Jones jwjones@uncg.edu 2139 MHRA
Office Hours: Mon. 11-12:30; Wed. 1-2:00; Thurs. 2-3:30; and by appointment

Co-Instructors:

Dr. Linda Rupert lmrupert@uncg.edu 2105 MHRA
Office Hours: Thurs. 10:00-12:00; and by appointment

Dr. Richard Barton rebarton@uncg.edu 2115 MHRA
Office Hours: M and W 11:00-12:00; and by appointment

Dr. Jodi Bilinkoff jebilink@uncg.edu 2127 MHRA
Office Hours: Tues. and Thurs. 12:30-1:45; and by appointment

Course Description

How does one study World History? What sorts of approaches and analytical frameworks are utilized by historians of world history? This course grapples with these questions by introducing students to a variety of methodological approaches to the growing field of World History. We will examine the world through the lenses of Maritime Approaches to History, Slavery in the Premodern World, Christianity in the First Global Age, c. 1450-1800, and the Global Cold War. Students will be encouraged to consider both the possibilities and challenges posed by World History.

The course is team-taught and comprised of four three-week units, plus two joint sessions on the first and last classes of the semester. Students receive a grade for each unit based on written work and participation in discussion, and those four grades are averaged together to determine the course grade.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

- Describe broad knowledge of the field of world history.
- Critically appraise varying historical arguments and formulate their own interpretations.
- Critically read and distinguish between different methodologies and “read between the lines” of differing points of view.
- Participate in a respectful and thoughtful manner in discussions of a variety of topics.
- Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
- Synthesize material from a variety of sources to produce a larger analytical conclusion.
- Compose written work using scholarly studies of specific topics within world history.

Course Readings

The readings for most of the units are PDFs posted in the Files section of the course Canvas site and/or available through the UNCG Library. Some instructors may want you to bring copies of all of their

unit's readings to class and be prepared to cite specific page numbers. The following books are required and available for purchase at the University Bookstore:

- Raleigh, Donald, *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation* (Oxford University Press, 2013), for Unit 4; [available as an eBook](#) via the UNCG Library.
- Westad, Odd Arne, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge University Press, 2007), for Unit 4; [available as an eBook](#) via the UNCG Library.

Attendance Policy

Students are expected to attend every class and to complete all required work. Students who miss a class must contact the instructor for that week as soon as possible to discuss the possibility of making up incomplete work.

Course Letter Grades will be assigned as follows:

MA students:

93-100 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
77-79 C+
73-76 C
<73 F

PhD students:

93-100 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
<80 F

Assignments

Each three-week unit has its own requirements, which will be graded separately by the unit instructor. Pay close attention to each instructor's expectations and due dates. All papers should be in standard format (Times New Roman, 12-point font, double-spaced, with one-inch margins), with a clear title as well as a brief introduction and conclusion that frame your main point. Please number and staple your pages. Graduate students should closely follow all professional norms of writing, citations, etc. Consult the latest edition of [Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*](#). **Note:** Be sure to read ahead on the syllabus to make sure that you are prepared with readings, written assignments, and presentations. For example, **at the beginning of Unit 2 Dr. Bilinkoff asks that you choose a title from the Bibliography provided for her Unit (3) and notify her of your choice by February 17 so that she can organize Oral Reports.** See the detailed schedules below.

Class Discussion

Active participation in class discussions and engagement with classmates' ideas is a vital part of any graduate class. Come to class each week having carefully read the readings, and be prepared to discuss them knowledgeably, with reference to specific sections and pages. You should have a clear idea of the central argument of each piece and the source base the author uses to develop it. Give serious thought to how each week's readings complement and engage each other, and, as appropriate, with previous readings. Express your ideas in a way that invites dialogue with your peers, listen carefully to their comments, and engage courteously and respectfully with them.

COURSE SCHEDULE

Summary Schedule:

- January 13: Introduction to World History / Discussion (All four instructors)
- January 20: Martin Luther King Day Holiday, No Class
- Unit 1: January 27-February 10: Maritime Approaches to History (Dr. Rupert)
- Unit 2: February 17-March 9: Slavery in the Premodern World (Dr. Barton)
(NOTE: the week of March 2 is Spring Break so there is No Class that week)
- Unit 3: March 16-30: Christianity In the First Global Age, c. 1450-1800 (Dr. Bilinkoff)
- Unit 4: April 6-20: The Global Cold War (Dr. Jones)
- April 27: Conclusions and Summary / Discussion (All four Instructors)

Detailed Schedule:

INTRODUCTION (All four instructors)

- **January 13. World History as a Field of Study**

Readings:

1. Jerry H. Bentley, "The Task of World History," in *The Oxford Handbook of World History*, ed. Jerry H. Bentley (New York: Oxford University Press, 2011): 1-16.
2. Bruce Mazlish, "Comparing Global History to World History," *Journal of Interdisciplinary History* 28:3 (Winter 1998): 385-395.
3. Peter N. Stearns, "Social History and World History: Prospects for Collaboration," *Journal of World History* 18, no. 1 (2007): 43-52.
4. Merry Wiesner-Hanks, "World History and the History of Women, Gender, and Sexuality," *Journal of World History* 18 (2007): 53-68.

UNIT 1: Maritime Approaches to History

Dr. Linda Rupert

- **Readings:** There are no required books for this unit. Readings will be journal articles and book chapters, all of which are accessible electronically via the Jackson Library Website. Bring (electronic or paper) copies of each week's readings to class and be prepared to cite specific passages and page numbers in our discussions.
- **Assignments:** Two 5-7 page papers, each due no later than the Thursday after class in the first and third weeks of the unit (Thursday, January 30 and Thursday, February 13).
- **Grading:** Each paper is worth one third of your grade for this unit. Class participation counts another third.

For information about the weekly readings and the assignment specifications, please see the separate unit description, which will be handed out on the first day of class and also posted in the Files section of the course Canvas site under Unit 1.

UNIT 2: Slavery in the Pre-Modern World

Dr. Richard Barton

It is a tragic fact of global human history that humans have enslaved or otherwise forced other humans into servitude nearly everywhere across the globe, and from prehistory to the present. This unit focuses on comparative slavery in the period before 1492, and focuses on societies in Europe, the Middle East, Northern Africa, and Eastern Asia. We shall follow a topical approach, not a geographic or temporal approach. Thus we begin by considering definitions and conceptions of slavery, and then move to discuss Finley's classic conception of the 'slave society' in Week 2, before turning to questions of freedom, manumission, and resistance in week 3. We have several goals (and more may become apparent during the course of the semester): 1) to what extent is slavery a global, universal human institution, and/or do regional differences signify meaningful differences in slave systems, or are they epiphenomena? 2) is the concept of a 'slave society' a worthwhile one? If so, how can it be distinguished from a 'society with slaves'? 3) does the history of slavery require a complementary historicized consideration of 'freedom'? 4) what do experiences of resistance to enslavement reveal about slave systems and conceptions of freedom?

Assignments

1. **Reading and Discussion:** Complete all the assigned reading and come prepared to discuss it. I recommend taking notes on each piece, and then producing a summary document with the main point of each separate reading clearly enumerated. You should be able to produce specific examples from the readings to support your views about the main point/argument of each piece.
2. **First Essay:** write a 4-6 page essay that argues for a definition of slavery derived from one or more of the readings for February 17. You may "simply" agree with one of the theorists, but you need to defend your choice by comparing it to other conceptualizations. Or, you may present your own definition; here, too, you must defend your position against the others we have read.
**Due: Friday, February 21 by noon. Please submit a hard copy to my box and also upload a copy to Canvas.
3. **Lead Discussion of an Assigned Article:** each student will select one article on February 24 and another on March 9 and offer the class a 5-minute introduction to the piece. The introductions should give a quick biography of the author (focusing on his/her intellectual career and publications) and clarify where the article falls in the chronology/historiography of the sub-field of which it is a part.
4. **Second Essay:** write a 5-6 page essay that addresses one of the following questions:
 1. Can we speak of a global institution of slavery, or do cultural, regional and temporal differences prevent us from making such a claim? You should discuss readings from all three weeks in your answer.
 2. Is it worthwhile to define and distinguish a 'slave society'? Why or why not? You should discuss readings from all three weeks in your answer.**Due: Friday, March 13, by noon; please submit a hard copy to my box and upload a copy to Canvas.

Schedule of Classes and Readings

Note on readings: unlike some of the other professors, I am not requiring you to read a monograph outside of class. This fact explains the apparently large number of readings; some of them are quite short (12-20 pp). All readings can be found on Canvas.

- **February 17: Conceptualizing Slavery and Servitude**

Note that in essence we have four theorists to consider: Miller, Finley, Meillassoux, and Patterson; the piece by Lovejoy comments on (and explains) Meillassoux, while the last 3 pieces evaluate Patterson.

Readings:

1. J.C. Miller, "The Problem of Slavery as History," in Miller, *The Problem of Slavery as History: a Global Approach* (New Haven, 2012), 1-35.
2. Moses Finley, "The Emergence of a Slave Society," in Finley, *Ancient Slavery and Modern Ideology*, ed. by Brent Shaw (orig. Penguin 1980; new edn., Markus Wiener, 1998; rev. and expanded ed., 2017), 135-160.
3. Claude Meillassoux, *The Anthropology of Slavery: The Womb of Iron and Gold* (University of Chicago Press, 1991), 9-22.
4. Paul E. Lovejoy, "Miller's Vision of Meillassoux," *The International Journal of African Historical Studies* 24 (1991): 133-145.
5. Orlando Patterson, *Slavery and Social Death: A Comparative Study* (Harvard University Press, 1982; 2nd edition 2018), 35-76.
6. John Bodel and Walter Scheidel, "Introduction," in Bodel and Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Wiley-Blackwell, 2017), 1-14.
7. David Lewis, "Orlando Patterson, Property, and Ancient Slavery: The Definitional Problem Revisited," in Bodel and Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Wiley-Blackwell, 2017), 31-54.
8. Orlando Patterson, "Revisiting Slavery, Property and Social Death," in Bodel and Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Wiley-Blackwell, 2017), 265-296.

- **February 24: Manumission and Freedom**

Readings:

1. Noel Lenski and Catherine Cameron, eds., *What is a Slave Society? The Practice of Slavery in Global Perspective* (Cambridge University Press, 2018), pp. 1-219, 383-428; [available as an eBook](#) via the UNCG Library.
 - Lenski and Cameron: "Introduction: Slavery and Society in Global Perspective," 1-14.
 - Noel Lenski: "Framing the Question: What is a Slave Society?" 15-58.
 - Peter Hunt, "Ancient Greece as a 'Slave Society,'" 59-85.
 - Kyle Harper and Walter Scheidel, "Roman Slavery and the Idea of 'Slave Society,'" 86-105.
 - Noel Lenski, "Ancient Slavery and Modern Ideology," 106-148.
 - Catherine Cameron, "The Nature of Slavery in Small-Scale Societies," 151-168.
 - Christina Snyder, "Native American Slavery in Global Context," 169-190.
 - Fernando Santos-Granero, "Slavery as Structure, Process, or Lived Experience, or Why Slave Societies Existed in Precontact Tropical America," 191-219.
 - Bok-rae Kim, "A Microhistorical Analysis of Korean Nobis through the Prism of the Lawsuit of Damulsari," 383-409.
 - Anthony Reid, "'Slavery So Gentle': A Fluid Spectrum of Southeast Asian Conditions of Bondage," 410-428.

- **March 2:** SPRING BREAK (No Class)

- **March 9: Freedom, Manumission, and Resistance**

Readings:

1. Orlando Patterson, "Slavery: The Underside of Freedom," *Slavery and Abolition* 5 (1984): 87-104.
2. Deborah Kamen, "Sale for the Purpose of Freedom: Slave-Prostitutes and Manumission in Ancient Greece," *The Classical Journal* 109 (2014): 281-307.
3. Henrik Mouritsen, *The Freedman in the Roman World* (Cambridge University Press, 2011), 10-35.
4. Anthony Barbieri-Low, "Becoming Almost Somebody: Manumission and its Complications in the Early Han Empire," in Bodel and Scheidel, eds., *On Human Bondage: After Slavery and Social Death* (Hoboken, NJ: Wiley-Blackwell, 2017), 122-135.
5. William D. Phillips, Chapters 1 ("The History of Slavery in Iberia") and 6 ("To Become Free") in *Slavery in Medieval and Early Modern Iberia* (University of Pennsylvania Press, 2014), 10-27 and 122-145.
6. James C. Scott, *Domination and the Arts of Resistance* (Yale University Press, 1990), ix-xiv, 1-16.
7. Keith Bradley, "Resisting Slavery at Rome," in Keith Bradley and Paul Cartledge, eds., *The Cambridge World History of Slavery. Volume 1: the Ancient Mediterranean World* (Cambridge University Press, 2011), 362-384.
8. Abdul Sheriff, "The Zanj Rebellion and the Transition from Plantation to Military Slavery," *Comparative Studies of South Asia, Africa and the Middle East* 38 (2018), 246-260.

UNIT 3: Christianity in the First Global Age, c. 1450-1800

Dr. Jodi Bilinkoff

On 12 October 1492, Christopher Columbus made landfall in the New World; almost exactly twenty-five years later, Martin Luther posted his 95 Theses, initiating the Protestant Reformation. These two world historical events emblemize the recent efforts of scholars to integrate two broad historiographical fields and chronological constructs: the Age of European Expansion and the Age of Reformations. In this unit, we will use a comparative framework to examine encounters between European missionaries and the peoples of the Americas, Asia, and Africa who were the subjects of their proselytizing zeal. World History both informs and is informed by a critical engagement with religious identity and religious change in a period of intense competition for souls as well as territories and commodities.

Assignments: Please see separate handout and unit bibliography posted in Canvas.

- **March 16: European Expansion in the Age of Reformations**

Readings:

2. Simon Ditchfield, "Decentering the Catholic Reformation: Papacy and Peoples in the Early Modern World," *Archiv für Reformationsgeschichte/Archive for Reformation History*, 101 (2010): 186-207.
3. Allan Greer and Kenneth Mills, "A Catholic Atlantic," in *The Atlantic in Global History, 1500-2000*, ed. Jorge Cañizares-Esguerra and Erik Seeman (London: Routledge, 2007), 3-19.
4. Kristina Bross, "From London to Nonantum: Mission Literature in the Transatlantic English World," in *Empires of God: Religious Encounters in the Early Modern Atlantic World*, ed. Linda Gregerson and Susan Juster (Philadelphia: University of Pennsylvania Press, 2011), 123-142; [available as an eBook](#) via the UNCG Library.

- **March 23: Missionaries and Natives: Gauging Success and Failure (And, are these helpful terms?)**

Readings:

1. Emma Anderson, "Blood, Fire, and 'Baptism: Three Perspectives on the Death of Jean de Brébeuf, Seventeenth-Century Jesuit 'Martyr,'" in *Native Americans, Christianity, and the Reshaping of the American Religious Landscape*, ed. Joel W. Martin and Mark A. Nichols (Chapel Hill: University of North Carolina Press, 2010), 125-158; [available as an eBook](#) via the UNCG Library.
2. Dot Tuer, "Old Bones and Beautiful Words: The Spiritual Contestation between Shaman and Jesuit in the Guaraní Missions," in *Colonial Saints: Discovering the Holy in the Americas, 1500-1800*, ed. Allan Greer and Jodi Bilinkoff (New York: Routledge, 2003), 77-97; [available as an eBook](#) via the UNCG Library.
3. John Nelson, "Myths, Missions, and Mistrust: The Fate of Christianity in Sixteenth and Seventeenth Century Japan," *History and Anthropology* 3-2 (2002): 93-111.

- **March 30: Christianity Transplanted and Transformed**

Readings:

1. John Thornton, "Afro-Christian Syncretism in the Kingdom of the Kongo," *Journal of African History* 54-1 (2013): 53-77.
 2. Erin Kathleen Rowe, "After Death, Her Face Turned White: Blackness, Whiteness, and Sanctity in the Early Modern Hispanic World," *American Historical Review* 121-3 (June 2016): 727-754.
 3. R. Po-Chia Hsia, "Translating Christianity: Counter-Reformation Europe and the Catholic Mission to China, 1580-1780," in *Conversions: Old Worlds and New*, ed. Kenneth Mills and Anthony Grafton (University of Rochester Press, 2003), 87-108.
-

UNIT 4: Global Cold War

Dr. Jeff Jones

A history as fresh as the Cold War that continues to shape our world in many direct ways can be difficult to analyze because it is so close to our own time. It is, however, also vitally important to study precisely for that reason, so we wrap up the course by examining the Global Cold War. This unit utilizes recent studies to analyze the history of the Cold War, starting with the Soviet perspective most Americans are unfamiliar with, then turning to the global impact of the Cold War on different parts of the world.

Assignment: Based on the readings for this Unit write a 7-10 page paper (double-spaced; 12-point font) addressing the following questions: "What do you see as the key aspects, factors, and characteristics of the Cold War? How did the Cold War influence life in different parts of the world? How did people in different locations perceive or interpret the Cold War and how did the Cold War shape the histories of countries around the world? In what ways has it shaped our world today?"

****Due:** Thursday, April 23; you can submit it electronically to the professor via email or on Canvas.

- **Monday, April 6. The Soviet Perspective.**

Reading: Donald J. Raleigh, *Soviet Baby Boomers* (Oxford University Press, 2013); [available as an eBook](#) via the UNCG Library.

- **Brief Assignment for April 13:** come prepared with a brief paragraph explaining which of the articles in the *Slavic Review* “cluster” (that is, *excluding the article by Jones*) you found to be the most interesting and why. If you were to recommend one of these articles to a friend, peer, or colleague, which one would it be (try not to consult with your classmates on this matter).

- **Monday, April 13. Beyond the Iron Curtain: Eastern Europe and the Global Cold War**

Readings:

Slavic Review “cluster” articles from the Fall 2018 issue (available on Canvas):

1. “Introduction,” Theodora Dragostinova and Małgorzata Fidelis (577-587);
2. “Polish Economists in Nehru’s India: Making Science for the Third World in an Era of De-Stalinization and Decolonization,” Małgorzata Mazurek (588-610);
3. “Globalized Socialism, Nationalized Time: Soviet Films, Albanian Subjects, and Chinese Audiences across the Sino-Soviet Split,” Elidor Mëhilli (611-637);
4. “The Catholic 1968: Poland, Social Justice, and the Global Cold War,” Piotr H. Kosicki (638-660);
5. “The ‘Natural Ally’ of the ‘Developing World’: Bulgarian Culture in India and Mexico,” Theodora Dragostinova (661-684).

AND (separate from the *Slavic Review* articles)

6. “A Cold War Crusader: Andrew Eiva, the KGB, and the Collapse of the USSR,” Jeff Jones (1-37).

- **Brief Assignment for April 20:** In class on April 13 students will pick three countries from different parts of the world to report on this week: Afghanistan; Angola; Congo/Zaire; Cuba; Egypt; El Salvador; Ethiopia; Guatemala; Indonesia; Iran; Iraq; Israel; Korea (North & South); Malaya; Mozambique; Nicaragua; Pakistan; Somalia; South Africa; Vietnam (North & South); Yemen (North & South). How did the Cold War impact the countries you chose? Are there similarities and differences in the ways in which the Cold War’s impact played out?

- **Monday, April 20. The Cold War’s Global Impact**

Reading: Odd Arne Westad, *Global Cold War* (Cambridge University Press, 2007); [available as an eBook](#) via the UNCG Library.

CONCLUSION and SUMMARY (All four instructors)

- **April 27: Parting Thoughts**

Readings:

1. Jerry H. Bentley, “Myths, Wagers, and Some Moral Implications of World History,” *Journal of World History* 16: 1 (March 2005): 51-82.
2. Kenneth Pomerantz, “Histories for a Less National Age,” *American Historical Review* (February 2014): 1-22.
3. Sebouh David Aslanian, Joyce E. Chaplin, Ann McGrath, and Kristin Mann, “AHR Conversation: How Size Matters: The Question of Scale in History,” *American Historical Review* 118:5 (December 2013): 1431-1472.